THE TRAINING SCHOOL AT VINELAND, NEW JERSEY.
DEVOTED TO THE INTERESTS OF THOSE WHOSE MINDS HAVE NOT DEVELOPED NORMALLY

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HAPPINESS FIRST
. . . ALL ELSE FOLLOWS

RETARDED ADULTS WHO HAVE DEVELOPED BEYOND EXPECTATION PART I*: INTELLECTUAL FUNCTIONS

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INTRODUCTION

This is the first of two articles which attempt to describe the characteristics of a group of mentally retarded adults who are distinguishing themselves by functioning at a level higher than one would have predicted from their psychometric performances at the time they were admitted to The Training School. They are adults whose pattern of mental growth appears not to have followed the expectation for the mentally retarded, or for the normal. Neither do they show the characteristics of the "pseudo-feebleminded" or those with delayed speech, specific types of brain injury which might interfere with developmental process or those with psycho pathological disorders. They represent a small number of boys and girls for whom development apparently has continued beyond the usual growth years. At the time of admission their prognosis was no more promising than that of the typical child. Today, they have a number of distinguishing characteristics, among them: (a) a plateau in the developmental curve of their mental ages followed by renewed growth; (b) atypical social development; (c) leadership qualities and high standing with and recognition by, their peers; (d) superior performance on vocational schedules; and (e) breadth of avocational interest and ability. This kind of group has been subjected to study in earlier investigations, e. g., Baller(1) and Charles(3).

* This project, along with one more comprehensive in scope and design, was made possible through partial support supplied by the United States Public Health Service. The original plans for these projects were drafted by Dr. Margaret Riggs, formerly a member of The Training School staff.

The purpose of this study, then, is to determine if those boys and girls, who have been recognized as different, are also persons who, in the course of their institutional residence, show a typical growth in intellectual functioning. More specifically, the objective was to determine whether this group described above can be differentiated from a similar group showing no such growth, and to explore for differences in terms of total test score, item score, and in patterns of scores.

This study, furthermore, is an effort to find certain explanations for the intellectual and social characteristics of a group which might be designated as Late Developers. It is hoped that differences may be established and thereby aid in the detection and understanding of the mental development of certain types of institutionalized individuals. It is accordingly hypothesized that the variables found here will be useful as predictors of prolonged development in younger groups; as a matter of fact, such a study, developmental in design, is now being carried out.

PROCEDURE AND METHOD

As indicated above, within The Training School population a small number of individuals have distinguished themselves among both supervisors and peers in terms of a number of characteristics, among them ability to perform adequately on a vocational schedule and continued increases in mental age even after the age of fifteen or sixteen. On the basis of a multi-dimensional criterion, twenty-four such individuals were identified. In terms of etiology, the members of this group are much like the other resident children: in the group there are three whose retardation is attributed to familial factors, nine to organic, six to psychogenic, and six to either unknown or mixed causes. Five of the children are girls. None has obvious physical disability or severe personality pathology.

This group was then matched with one of equal size and composition on the basis of I.Q. earned on the 1916 Stanford Binet at the time of admission, its length of residence, chronological age and its etiological background. Table I presents the pertinent information concerning the matching procedure.

As can be seen the only difference between the two groups on these variables which attains statistical significance is between their first Social Scale achievements. This is hardly a valid comparison since the instrument was not available until 1935 and was not administered at the time of admission to half of the cases studied here.

Table I
Summary Data on the Two Samples Used in the Investigation

Variable	Late Developers M	Late Developers S.D.	Non-Developers M.	Non-Developers S.D.	Difference M_1-M_2	Eval. t
Residence	20.2	9.59	19.8	10.28	.4	.14
Age at 1st Binet	11.5	3.71	10.8	3.01	.7	.76
1st Binet I.Q.	63.5	8.47	63.4	8.17	.1	.04
1st Social Scale*	73.5	8.92	65.6	9.50	7.9	2.90
Present Age	31.3	9.72	30.1	9.93	1.2	.40

* Since this instrument was not available until 1935, it was not administered at the time of admission to all cases.

The members of these two groups were given a battery of psychological tests which were presumed to tap a variety of intellectual, social and personal functions. In addition earlier performances on intelligence tests and The Vineland Social Maturity Scale were available from the case files. The complete battery included the 1916 Stanford Binet, Wechsler-Bellevue Intelligence Scale (Form I), Porteus Mazes, Progressive Matrices, The Vineland Social Maturity Scale, the H-T-P, Bender-Gestalt, an object sorting test, and a level-of-aspiration test. Only the results of the intellectual measures (the first four above) and The Vineland Social Maturity Scale will be presented here. The results of the others, since they represent a different kind of subject matter, and call for different procedures of analysis, will be presented in a later article.

The analyses used here are employed to point up differences in the intellectual characteristics of the two groups who apparently at admission to our institution started from a common base.

RESULTS

As Table I has indicated, the members of the two groups at the time of their admission were alike with respect to age and tested I.Q. Their mean ages were approximately eleven, their mean I.Q.'s 63, and their etiological composition very similar. While there is little data available, one would suspect that, even at this early date, differences existed between the two groups which might have been prognostic of the developmental peculiarities noted today. This is borne out by the results of an item analysis made on the performances of the two groups on the 1916 Binet administered at the time of admission. This analysis shows that for both groups successes are scattered over items ranging from the four year to the twelve year levels and that there are no failures below four and no successes beyond the twelve year level. Within this range, how-

ever, there are differences in the patterns of successes of the two groups and on eight of the fifty items in this range, the Late Developers show successes beyond what one would expect from chance. The characteristics of these items are summarized in Table II.

Table II

Items on the First 1916 Binet which Discriminate between the Two Groups

Binet Item		Number Correct L.D.'s	Non. L.D.'s	X^2	p	Intercorrelations 2	3	4	5	6	7	8
1. Copies Diamond	(VII)	14	6	4.45	.050	.54	.61	.56	.57	.60	.50	.26
2. Vocabulary	(VIII)	10	1	9.54	.001		.85	.56	.62	.71	.69	.48
3. Comprehends	(VIII)	11	4	4.74	.050			.48	.48	.58	.54	.37
4. Counts 20-0	(VIII)	11	5	3.36	.100				.64	.69	.40	.17
5. Makes Change	(IX)	7	2	3.42	.100					.83	.46	.09
6. Stamps	(IX)	9	3	4.06	.050						.65	.45
7. V. Absurdities	(X)	5	1	3.04	.100							.67
8. Similarities	(XII)	3	0	3.30	.100							

* X^2's in this Table were computed by making use of McNemar's formula 85a which incorporates Yates's correction for continuity. See McNemar, Psychological Statistics, p. 407. The r's, here and elsewhere, are Pearson product-moment values.

Inspection of this Table indicates that the discriminative items for this particular age group tend to cluster around the eight and nine year levels and that they tend to be of a verbal and quantitative nature. The latter observation may be a bit of an over-generalization for the number of items is small and their intercorrelations uniformly quite high. These findings do suggest that if the information were available, other predictors of the phenomenon with which we are here concerned might be found. Unfortunately, the Binet protocols are the only materials available on all subjects at the date of their admission and we must therefore content ourselves with differences as they exist between the two groups today. These data, for the measures which are of present concern, are presented in Table III and the intercorrelations between the measures in Table IV.

Table III

Means and Standard Deviations of Current Scores Earned by the Two Samples on Psychometric Instruments.

Variable	Late Developers M.	Late Developers S.D.	Non Late Developers M.	Non Late Developers S.D.	Difference M_1-M_2	Eval. t	Eval. p
1916 Binet (I.Q.)	76.51	5.50	58.12	10.11	18.39	7.45	.001
Wechsler I							
Total I.Q.	86.45	7.53	65.66	8.44	20.79	8.83	.001
Verbal I.Q.	77.33	8.67	64.16	5.58	13.17	6.13	.001
Perf. I.Q.	98.45	11.62	73.50	12.78	24.95	6.93	.001
Information	8.50	3.21	3.50	1.58	5.00	6.71	.001
Comprehension	8.50	2.87	5.33	2.14	3.17	4.25	.001
Digit Span	7.95	1.54	6.70	1.88	1.25	2.47	.050
Arithmetic	2.20	1.70	1.08	.95	1.12	2.76	.020
Similarities	7.66	2.95	4.08	2.56	3.58	4.40	.001
Pic. Arrange.	9.70	3.67	3.24	4.19	6.46	5.56	.001
Pic. Comp.	9.83	2.52	6.34	2.07	3.49	5.14	.001
Block Design	21.16	8.49	9.45	4.21	11.71	5.93	.001
Obj. Assem.	19.29	3.64	14.70	5.70	4.59	3.28	.010
Digit Span	27.58	7.44	17.58	10.68	10.00	3.69	.010
Progress. Matrices	27.61	9.29	16.13	5.56	11.48	4.96	.001
Porteus Mazes	14.00	2.70	10.30	3.12	3.70	4.21	.001
Social Maturity	89.54	7.55	78.66	5.62	10.88	5.55	.001

Table IV

Intercorrelations between Scores on a Selected Number of Psychometric Measures

Variable	2	3	4	5	6	7
1. 1916 Binet I.Q.	.67	.64	.76	.54	.75	.64
2. Wechsler, Verbal		.54	.82	.57	.51	.62
3. Wechsler, Perf.			.91	.66	.67	.50
4. Wechsler, Total				.56	.68	.62
5. Prog. Matrices					.61	.45
6. Porteus						.50
7. Social Scale						

Note that the members of these two groups differ in their performances on all of the measures presented. While their mean I.Q.'s were almost identical at the time of their admission, our population of Late Developers now scores thirteen points higher on the same instrument while the members of the other groups score somewhat lower. It must be remembered, however, that even though there is a sizeable difference in mean I.Q.'s (18 points) there is nevertheless some overlap in the distribution of their scores; five of the Non-L.D.'s attain I.Q.'s which are higher than the lowest I.Q. earned by a member of the L.D. group.

Similar differences are revealed in the groups' performances on the Wechsler-Bellevue Intelligence Scale. Examination of the current intellectual functioning of the two groups on the Wechsler reveals that the group of Late Developers is now functioning at the dull-normal level of intelligence. The Non-developers continue to function at the level of their initially measured I.Q. on the Binet Scale, i. e., their mean Wechsler Verbal I.Q. is 64. The difference in group means on the Wechsler Full Scale is 21 I.Q. points and this difference attains statistical significance at the .001 level. A characteristic of both groups is their superiority in performance over verbal tasks. The Verbal I.Q.'s of both groups are lower than the Full Scale I.Q.'s. The differences between the two samples on verbal and performance tasks are significant at the .001 level; the verbal mean difference is 13 I.Q. points and the performance difference is 24.

The discrepancy found between verbal and performance I.Q.'s is to be expected in the population used. It has been a common observation that mentally defective children as a group are less threatened by tasks that do not presuppose verbal knowledge and are more willing to accept the challenge presented by performance materials. The difference between the groups, if expressed in I.Q. points, appears to place most emphasis on performance abilities. However, examination of the subtest scores shows that the largest single mean difference is on the Information Test, a verbal rather than a performance task. Significant differences are found between the two groups on this subtest and on all others of the Wechsler battery. Here, also, it might be noted that the members of both groups are most pronouncedly deficient in the abilities measured by the Digit Span and Arithmetical Reasoning subtests.

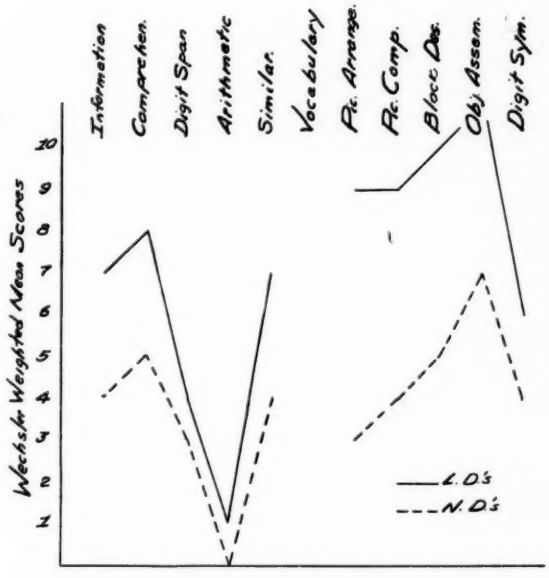

Fig. 1: Profiles of Weighted Mean Scores earned by the Two Groups

The subtest data discussed above are presented in profile form in Figure 1. Here it can be seen that the pattern of Wechsler mean weighted scores is, in general, quite similar for both groups. The altitude of scores for most subtests is, of course, lower than that for normals and their variability across subtests much greater. This Figure further indicates that: a) the groups differ in the altitude of their scores; b) the differences in altitude are most pronounced on performances tasks and c) the shapes of the profiles, when the units are Wechsler standard scores, are very similar. These generalizations, it must be remembered, result when one compares the performances of our groups against the standards provided by the Wechsler normative population. In other words, these generalizations about relative abilities may not prevail when the frame of reference is the performance of mentally retarded youngsters in general. This point is elaborated and illustrated in Figure 2.

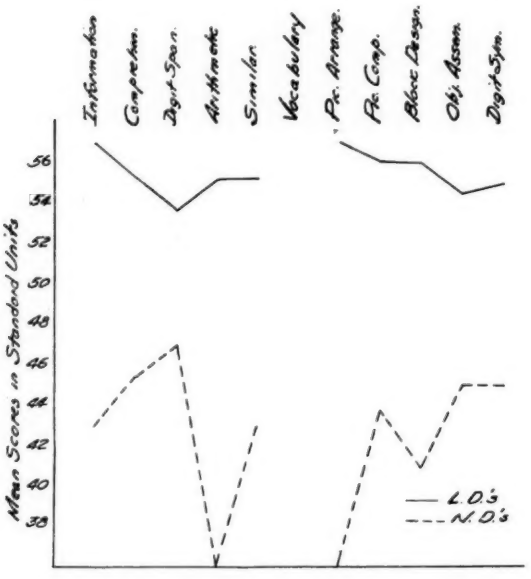

Fig. 2: Profiles of Mean Scores, Expressed in Standard Units, for the Two Groups.

Here, the profiles were constructed by combining raw scores for the two samples, expressing them in standard units (Mean, 50; Standard Deviation, 10) and then computing means for each group on each subtest. In this representation the differences in altitude between the two profiles is preserved, but other characteristics are modified somewhat. For one, the forms of the profiles change considerably and the Late Developers emerge as more consistently superior in *both* verbal and performance areas. In short, then, while the Late Developers are most pronouncedly deficient in verbal competence, compared with adults in general, they are nevertheless, in a retarded population, equally superior in *both* verbal and performance skills.

Another pecularity in the performances of the two groups is revealed in the patterns of the intercorrelations of Wechsler subtest scores. These are presented in Table V.

Table V
Intercorrelations between Wechsler Sub-test Scores*

Variable	2	3	4	5	6	7	8	9	10
1. Information	.25	.22	.47	.35	.15	—.01	—.22	—.42	—.45
	.33	.50	.38	.50	.14	—.05	.09	.18	.29
2. Comprehension		—.29	.47	.55	.12	—.07	.02	—.22	—.39
		.28	.37	.64	.41	.31	.43	.64	.50
3. Digit Span			.44	—.02	—.13	—.23	.54	.11	.09
			.34	.45	.31	.10	.42	.18	.55
4. Arithmetic				.04	.00	.00	.04	.12	.19
				.54	.34	.00	.29	.37	.52
5. Similarities					—.12	—.10	.09	—.25	—.27
					.24	.00	.28	.41	.51
6. Picture Arrange.						.21	.22	.04	.00
						.29	.33	.43	.50
7. Picture Comp.							.11	.48	—.08
							.56	.45	.25
8. Block Design								.56	.16
								.53	.58
9. Obj. Assembly									—.06
									.64
10. Digit Symbol									

* The upper and lower values in each cell are derived from the L. D. and N. D. groups respectively: Mz equals .04 and Mr equals .04 for Late Developers and .40 and .38 respectively, for the Non-developers.

The sampling error present in coefficients which are based on twenty-four cases, is of course, likely to be quite large and limits generalization on individual values. It would appear justifiable, however, to point out that the coefficients for the L.D.'s are consistently lower (M equals .04) than those of the N.D.'s (M equals .38). Alternative explanations are possible. However, when one considers the other characteristics of the L.D. group, the first appears most reasonable. The L.D.'s in the course of their development have not only distinguished themselves by attaining more on intellectual tasks than one would have predicted from their early test performances, but the course of the development of their abilities has been characterized by greater individuation or specialization. So today in this group, we find individuals with well developed

skills in one area and who, because of variability in motivation, interest or capacity, may or may not attain superiority in other areas. In short, it might be said that the Late Developer shows in his patterns of abilities the characteristics of the mature normal adult; in contrast, the Non-Developer's patterns are less mature, more like those of a child whose skills in their immaturity have not been pushed or directed to their full potential. The above, of course, is one interpretation and for its validation would require factorization of a matrix more reliable than ours.

Returning to Table III, we can see that on other intellectual tasks, such as those presented by the Porteus Mazes and The Progressive Matrices, the L.D.'s show the same superiority that has already been pointed out for the Binet and the Wechsler. Further, in this Table, and in Tables VI and VII, are some of the data resulting from the administration of the Vineland Social Maturity Scale. Table III shows that a significant difference exists between the two groups on this measure and by comparing Table I with III one can see that this difference is larger than the one obtained on earlier application of the instrument. The current difference in total score is reflected in the differences in sub-scores (See Table VI).

Table VI

Scores Earned by the Two Samples on the Sub-items of The Vineland Social Maturity Scale

Subtest	Mean L.D.'s	Mean N.D.'s	X^2	p
Self Help, General	7.50	7.00	3.20	.100
Self Help, Dressing	12.67	11.27	4.74	.050
Self Help, Eating	9.50	9.50		
Socialization	13.23	9.67	6.86	.010
Self Direction	16.44	10.23	14.10	.001
Locomotion	13.92	8.54	13.02	.001
Communication	14.29	9.54	14.30	.001
Occupation	15.44	12.56	5.90	.020

* Since the distributions of the scores were highly asymmetrical, they were combined into a composite, median computed, and a count made of the number in each sample falling above the median of the composite distribution. An X^2 test was then run to evaluate the obtained differences in these frequencies.

Table VII

Item Analysis Data from the Most Recent Vineland Social Maturity Scale*

Item	Area	No. of L.D.'s	No. of N.L.D.'s	X^2	p
Uses pencil	(c)	24	14	12.64	.01
Bathes self	(shd)	24	24		
Bed, unassisted	(shd)	24	24		
Tells time	(shg)	24	22	2.09	.20
Uses knife	(she)	24	24		
Disavows Santa Claus	(s)	24	22	2.09	.20
Pre-ad. play	(s)	22	19	1.50	.30
Combs hair	(shd)	24	22	2.09	.20
Uses Tools	(o)	24	24		
Household tasks	(o)	24	19	5.58	.02
Reads on own	(c)	20	13	4.74	.05
Bathes self unassisted	(shd)	24	23	1.21	.30
Care for self at table	(she)	24	23	1.21	.30
Minor purchase	(sd)	21	10	11.02	.01
Goes about town	(l)	21	16	2.95	.10
Writes letters	(c)	17	14	.82	.50
Makes telephone calls	(c)	18	7	10.10	.01
Remunerative work	(o)	20	13	4.74	.05
Answers ads	(c)	14	4	8.90	.01
Creative work	(o)	20	16	1.78	.20
Cares for self or others	(sd)	22	14	7.11	.01
Enjoys books, etc.	(c)	16	10	3.02	.10
Difficult games	(s)	10	6	1.50	.30
Care of dress	(shd)	20	13	4.74	.05
Buys accessory.	(sd)	17	3	16.80	.001
Adol. group act.	(s)	14	6	5.48	.02
Resp. Routine chores	(o)	21	14	5.16	.05
Com. by letter	(c)	12	3	7.80	.01
Current events	(c)	14	4	8.86	.01
Nearby places	(l)	14	3	11.02	.001
Goes out unsuper.	(sd)	14	5	7.06	.01
Spending money	(sd)	13	3	9.38	.01
Buys clothing	(sd)	8	0	9.60	.01

* Items below the Six-Year Level are omitted since members of both groups uniformly have attained these skills; those above the Eighteen-Year Level, because there are virtually no successes in either group.

As the age and period of residence of the two groups advance, differences in the "self-help" areas diminish while those for other social-skill areas increase; this is particularly true in the Locomotion, Self-direction, and Communication areas. An analysis of items falling between the six and eighteen year levels shows that eighteen items are capable of discriminating between the two groups. Two-thirds of these items fall in the Communication and Self-direction areas. These differences suggest that the L.D.'s have higher social competence in matters of personal independence and responsibility; this is substantiated by staff impressions. The differences in the Communications area further support the previous observation that real differences exist between the two groups in verbal competence; the L.D.'s are apparently better able to make more complex forms of social adaptation because of their superior abilities in the use of language.

SUMMARY

In this investigation, which represents the first part of a larger project, a group of mental defectives who have shown development beyond expectation at the time of their admission, is compared with another group which has not shown this characteristic. Comparisons are made primarily in terms of performance on intellectual tasks with the following results:

1. Even at the time of admission when mental ages and I.Q.'s of the two groups were the same, certain items on the 1916 Binet discriminated between the two groups. These are to be found at the eight and nine year levels and are mostly of the verbal and quantitative variety.
2. On current testing the Late Developers score significantly higher on the 1916 Binet, on all subtests of the Wechsler, on the Porteus Mazes and on the Progressive Matrices.

3. Patterns of performance on the Wechsler subtests are very similar for both groups, when comparisons are made with Wechsler normative data. Both groups show most pronounced deficiency in the verbal area and the largest differences are in successes on the performance items.

4. When the two groups are compared with the mentally retarded, differences between them in the verbal area become more pronounced and the Late Developers emerge as superior in *both* verbal and performance subject matters.

5. Intercorrelations between Wechsler subtest scores reveal differential relationships for the two groups. Presumably greater individuation of skill has occurred among the Late Developers.

6. Intellectual differences are further reflected in attainments on the Vineland Social Maturity Scale. Here, again, the Late Developer is found to be superior, particularly in the Communications and Self-direction areas.

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POWER, PROGRESS . . . AND VINELAND

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During these past three years The Training School has undergone many changes. Such is the history of human society, and today we are living in a power age. We ride in jet planes; we drive power-packed motors of two hundred or more horsepower. This is indeed a far cry from the early days of The Training School when mules were used to do the plowing, hauling and even digging out our Menantico Lake. Our school has had that added thrust due to certain elements—some new, some old.

With the addition of new staff have come new ideas, a new outlook, and perhaps a great deal of liberalization. These new members have placed certain demands upon the total school which have given impetus to many of the new projects and to an expanded program. This means not only new power within our staff but it spells continuing progress for our school as well.

Just a short time ago only a few cottages had television; today no cottage is without one. Never before has there been a girls' athletic field and gardens; these are now underway. The first automatic washer has now been placed in one of our girls' cottages by our Parents Association. No doubt these will become standard equipment for all units in a short time to assist and to train the girls in the care of their own clothing.

Last year bus loads of boys were taken to several major league ball games. In fact, every boy that cared to attend was given the privilege. Our girls had the choice of visiting the Zoo or attending an Ice Show. More and more concerts and special entertainments have been brought to our assembly hall to add to the children's enjoyment and appreciation.

The establishment of an Honor Society was a tribute to the fine attitude and helpfulness on the part of our children which, we hope, will bring about a more positive approach toward good citizenship and discipline. It will also serve to afford our most capable children some long-needed community experiences. Children are now given permission to go and come from the City of Vineland, both accompanied and on their own, through regulations of the Honor Society.

The Johnstone Cottage was established in October, 1952, as a pilot study aimed at improving services for all of the children. It has aided the staff in recognizing the needs of our girls in having them assist in the selection of their own clothing, frequent town trips, a prompt purchasing service of sundries and personal items, extension of social and recreational activities, participation in a variety of home making projects, more personalized counselling, individualized occupational programs, and a host of other considerations for each child's well being, happiness and education.

The physical plant itself has undergone a bit of face-lifting. Regular visitors to The Training School have noted that the hospital has undergone a complete beauty treatment throughout. It is a hospital we can well be proud of in many ways. Last summer our paint crew with the help of the boys painted the entire exterior of Wilbur and Moore Cottage, vastly improving the overall appearance along our front drive. This summer plans include repainting two or three more cottages.

Anyone visiting our main office building will note the interior work done to the entire first floor. Recarpeting and new furniture are on the way. Then there are the places that visitors seldom see, Robison kitchens and pantries, all spotlessly white. Wilbur dining room, kitchens, and parlors have been brightened by cheerful interior work.

The farm at Menantico has had its share of projects during this year, too. With the slack farming season this winter, a refrigerated food storage plant has been built. This will assure us of holding and spreading our foods over the year and guarantee not only a saving but more palatable menus. Prior to this time, we lived much like the dirt farmer feasting monotonously on the vegetable or crop on hand in order to dispose of it without wasting. Now our facilities are such that we can quick-freeze and hold in cold storage goodly quantities of meats, vegetables, fruits and dairy products throughout the year. Certain bulk purchasing plans can now be inaugurated through the use of this plant.

One might think this major project was sufficient for the year, at Menantico. This was not the case. Our farmers, mechanic, and boys erected a beautiful modern bungalow now occupied by our Farm Supervisor. Assembly-line production, with its accompanying training of our boys, speeded these projects to completion.

Bleeker Cottage dormitories, too, were refloored. The farm boys are now quite proud of their polished hardwood. New lighting and receptacles were furnished for the boys' radios and record players. House parents gave the boys two pinball machines as Christmas gifts for their day rooms, and a recreation room was set up in the basement for their leisure hours. Life on the farm has really "gone dude".

No longer are the boys under the guidance of "an attendant"; house couples look after their welfare. Their Chapel services and entertainments are on a par with any well-run school, and the boys enjoy and reflect these changes.

There have been other changes than those enumerated in this brief discussion and there are many more in the offing. A new school recreation field is planned, Garrison Hall has been redecorated; a new kindergarten of four rooms has been completed; a new store is proposed; and so on. The factor that initiates and guides these projects rests with obtaining capable leadership in the person of interested, energetic employees. However, we should not discount the efforts of our children, particularly our boys. We have expanded gradually and, we believe wisely, their powers and abilities. It is not enough for a boy to wipe up the paint that the painter has spilled. He, himself, is taught to paint. We have trained tractor drivers among our boys for the first time. Rather than merely helping to carry the materials for regular workmen, our boys can measure sand and cement for the mixer, dump it out, and wheel it to the job at hand.

We believe this has given unusual impetus to our training program. The boys and girls feel a new status and pride in their accomplishments and the school in general has been enriched in many ways. This is the power that we have tapped—a power that comes from the "will to do" and from receiving recognition for it.

We have inherited from the past a great many things and foremost among these is something we might call "Spirit". The fact that we are growing and showing signs of material gain is important only as statistics are important to a church. They are cold facts and tell little about the individual's salvation. The Training School rests its program on warmth, sympathy, unselfishness, perseverance, concern for the individual, and personalizing its program to meet Johnny's or Mary's need. Power has its place, and we need to call on it to do the job. We need to be progressive but we also need to know the direction progress is taking

us. To date we have not lost the inherent spirit that is Vineland, and it is our vow to maintain it through the cooperative and kindred efforts of employees and children.

One has only to live at the school to get the full import and appreciation of the collective warmth that is here. Perhaps it's the child's cheery greeting in the morning, or an interest in Billy's card from his mother. Then, too, our children are truly appreciative, thanking employees for many things that are expected in the line of their duties. Or is it pride that the group takes in a job accomplished? Could it be listening to the tales of what happened during the television program last night? Or even just taking hold of a child's hand long enough to show your concern for the affection he or she holds out. Yes, employees do take time for these little things during a busy day.

If each child is treated as a person in his own right; if each cottage is a home, with friends around; if each child's accomplishments are given some recognition, we will keep the spirit that *is* The Training School. As long as these things are never neglected, we will be dynamically "powered" in the things that really count.

EASTER EGG HUNT . . . Hunting the eggs; finding the eggs; the egg-tossing contest.

FESTIVE EGG HUNT HELD AFTER EASTER

More than 350 children of The Training School participated in an hilarious post-holiday program on Monday afternoon, April 19th, when egg rolling contests and an Easter egg hunt was staged on the school grounds. Bert W. Schmickel, supervisor of cottage life, Marilyn Gravink, girls' counselor, and John Stahl, boys' counselor, were the committee in charge. They were assisted by almost the entire staff of the school.

Eggs were hidden by employees in seven areas of the grounds during the noon hour. At 1:30 p. m. the signal bell saw scores of youngsters fan out into hedges, flower beds, and under trees to seek out the prize "golden eggs," the green, red, and yellow eggs each of which counted for winning points.

At 2:30 the entire school gathered in front of Garrison Hall for the egg rolling and egg tossing contests. In the latter contest, uncooked "juice" eggs were used, with the contestants working in pairs. After each toss, they stepped back one pace until they could no longer catch the eggs without breaking them.

Finalists in the last event of the afternoon were four staff members who won rounds of applause for their distance tossing abilities. They were Miss Norma Pollack and Dr. Bernard Schlanger who tied for first place with Ralph Ransom and Jack Slavin.

A number of downtown visitors were present for the program which had been scheduled for the Saturday before Easter but was postponed at that time due to the rain.

TURNABOUT DINNER

Thirty-two girls, who are on regular training schedules in the dining rooms and kitchens at Maxham Hall, were entertained at a "turnabout" dinner on the evening of April 14th. Waiters were men and women members of the staff who are usually served by this corps of girls.

The dinner is an annual event, given through the generosity of Mrs. Guy P. Bible, wife of the past president of the Board of Trustees. The Bibles now reside in Daytona Beach, Florida.

Spring flowers decorated the tables and T-bone steaks with all the "accessories" were served to the special guests. A huge Easter cake and ice cream was brought in as a finale to a most pleasant event.

AT MAJOR LEAGUE GAME

More than 50 boys from The Training School saw the CHICAGO WHITE SOX take a 14-3 win over the PHILADELPHIA A's on Monday afternoon, May 3, in Connie Mack Stadium.

Each summer groups of boys are taken to major league games as part of the school's recreation program. The group made the trip in a special bus accompanied by John Stahl, boys' counselor, and cottage parents Evans, Vanderslice, and Seymour. Branson Cottage, Elmer Cottage, and Menantico Farms were represented.

PARENTS DINNER ENJOYABLE EVENT IN NEW YORK, MAY 1st

More than 180 guests attended the third annual dinner-dance of Parents, Inc., of The Training School at the Savoy-Plaza Hotel in New York on Saturday evening, May 1st. The benefit event added more than $8,000. to the "Happiness Fund" of the parents group.

Pearl S. Buck, noted novelist and trustee of the school, was the principal speaker. Other brief talks were presented by Bayard L. England, trustee president, Dr. Walter Jacob, director of the school, John B. Howey, dinner chairman, Richard E. Thomson, parents group president, and W. Carl Walton, treasurer. The invocation was offered by the Rev. John R. McLaughlin, district superintendent of the Methodist Church.

Nearly 30 members of The Training School staff were present. Entertainment featured Sahomi Tachibana, Japanese classical dancer, who interpreted "Moods from Butterfly" while Tsuta Lombard, lyric soprano, sang excerpts from the well known opera. Peter Howard, concert and television artist, appeared again on this year's program with "Piano Stylings." The entire program was enthusiastically received. Guests danced to the music of Larry Bloom's orchestra between courses and following the speaking program. Next year's dinner, on the first Saturday in May, is already scheduled at the Hotel Pierre on Fifth Avenue at 61st Street.

CONCERT ORCHESTRA GIVES PROGRAM

Children and staff of The Training School enjoyed a program of musical entertainment on the evening of April 26, through the courtesy of the South Jersey Concert Orchestra, which came to Garrison Hall to present a concert of classical and semi-classical music. The 35-piece orchestra was directed by Gerald E. Lilly of Millville in the absence of Enrico Serra of Vineland.

Selections from "Song of Norway," the opera "Romeo et Juliette," and Bizet's "L'Arlesienne" were played before the intermission. These numbers were followed by the overture from "Die Fledermaus," selections from Richard Rogers' "Me and Juliet," and the stirring "Dance of the Comedians" from Smetana's opera "The Bartered Bride."

Mrs. Alice M. Nash and Bert W. Schmickel presided, with Mr. Schmickel announcing the numbers. This orchestra has appeared at The Training School a number of times and is always enthusiastically received. The free concerts are provided by Local 595 of the American Federation of Musicians, through a grant of the Music Performance Funds of the recording industries.

"MOTHERS' DAY" PROGRAM

The young peoples choir of the First Baptist Church, Vineland, with Jack Cottrill, youth worker, presented the "Mothers' Day" program at The Training School on Sunday afternoon, May 9th, at 2 o'clock. Dr .Harold A. Delp, head of the school's education department, presided. All house mothers from the school were presented with a special hand-written poem written for the occasion by Mabel E. Keller.

After the opening devotional period, the choir sang "Mother's Song at Twilight" by Mollay and "The Saviour is Calling" by Stephen Foster, Richard Kershner, also of the First Baptist, played a trumpet solo "Bless This House" by Brahe.

Jack Cottrill showed color-pictures of Christian missions in South America, particularly scenes in Brazil, Haiti and Puerto Rico. He attended the fourth Baptist World Youth conference there last summer as a representative of the United States. A student at Crozer Theological Seminary, Chester, Pa., Cottrill has been a young people's worker here since last fall.

Miss Gertrude H. Niebuhr, a teacher at The Training School and a member of the First Baptist Church here, was in charge of arrangements for the program.

EXCHANGE CLUB MINSTREL PRESENTED FOR CHILDREN

The Exchange Club Minstrel Show got off to a rousing start Tuesday evening, April 27, in a dress rehearsal at The Training School, staged for the benefit of the children. Garrison Hall was crowded for the event, with many staff members present.

With 30 cast members on the stage, the last half of the show, which was given in Vineland High School the following Monday and Tuesday evenings, was presented.

Wesley Ordile served as the genial interlocutor with Bill Allen, Ed Warren, Jim Lolli, Bob Watson, Tony Matalucci, and Dusty Rhodes as end men.

The show was directed by Dusty Rhodes, with George Mossford, president of the Exchange Club, in charge of properties and staging. Much of the scenery was built by the members themselves and most of the properties were supplied by them.

Morris Silnutzer accompanied the singing and dancing acts which included: Bill Allen singing a show-stopper "Who, Who, Who," with the chorus; an impersonation of Pat Rooney in a song-and-dance act by Catherine Adams; "Five Foot Two" by Tony Matalucci; "Hard Hearted Hannah" by Dusty Rhodes; "Bye Bye Blackbird" by Ed Warren.

Scores of jokes and gags brought enthusiastic response from the audience. According to Mr. Mossford, this is the 10th year for the Exchange Club Minstrel and the ninth consecutive show. Six acts of vaudeville augmented the presentation in Vineland High School.